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ABSTRACT

The Teacher Apprenticeship Program of the North York (Ontario) schools was evaluated. The program provided practical classroom experiences for applicants to the Faculty of Education of the University of Toronto who were academically acceptable, but lacked sufficient experience with children to qualify for admittance in 1988-89. Apprentices worked in classrooms five mornings a week under the supervision of mentor teachers. The evaluation gathered information on program implementation in each class and considered the responsibilities of apprentices and the roles of administrators in the program. Program impact and benefits were assessed through interviews with 17 of the 19 apprentices, 16 of the 19 mentor teachers, and 8 of the 10 principals in the sample. In general, apprentices were less likely than were student teachers to have specific assignments and undergo formal evaluation. Most of the apprentices indicated that the program helped them confirm their career decisions. All but two apprentices acknowledged difficulties with the program, most centering around its timing or duration. Teachers and principals acknowledged the presence of extra help in the classroom as an advantage of the program. All apprentices and principals, and all but one of the mentor teachers, thought that the program should continue. Many specific recommendations were made to enhance the continuation. The teacher apprenticeship program evaluation instruments are appended. (SLD)

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EVALUATION OF THE IMPACT OF THE

TEACHER APPRENTICESHIP PROGRAM

Sandra Sangster

February 1989

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EVALUATION OF THE IMPACT OF THE TEACHER APPRENTICESHIP PROGRAM

INTRODUCTION

Background

In their position paper - Teacher Education in Ontario: Current Practice and Options for the Future - Fullan and Connelly (1987) outlined a number of key issues confronting those who are concerned with teacher education in Ontario. Demographic trends indicate that there will be a need for more teachers in the 1990's. A second issue concerns procedures for the admission/ recruitment of prospective teachers to Faculties of Education. In Fullan and Connelly's view,

> The present concerns about student teachers seem to be in the areas of whether or not they are sufficiently committed to the education of children, and whether or not they represent the social and ethnic mix of Ontarian society. (p.16)

In particular, these authors have identified needs for:

- increased numbers of francophone teachers
- increased attention to the balance of males and females in teaching and administrative ranks
- increased numbers of teachers representing cultural minorities.

A report to the North York Board of Education, submitted by the Superintendent of Schools for the Western Region in May 1988, also summarized a number of factors which call for an examination of practices in teacher education. Furthermore, a number of critical issues which have placed the North York Board in an intensively competitive situation in terms of meeting its staffing needs were outlined in this report.

These issues and political, social and educational trends provided the rationale for the development of a multi-faceted pilot project in teacher education. A proposal for a Teacher Apprenticeship Program (T.A.P.) was put before the North York Board and subsequently received approval. This apprenticeship program represents one component in the collaborative development of innovative pre-service teacher programs under the direction of a joint North York and Faculty of Education, University of Toronto (F.E.U.T.) Committee.

Teacher Apprenticeship Program

I. Rationale

The current F.E.U.T. screening process excludes many potentially fine teachers. For example, many are visible minorities with different educational and life experiences. The Teacher Apprenticeship Program is an outcome of the need for future hiring of teachers in North York to reflect the multi-cultural nature of our student population and to address other staffing needs. It offers specific measures to enhance the potential of visible minorities, francophones and males interested in teaching at the elementary panel to become successful educators.

This program serves a number of North York staffing needs:

- to provide for early identification of a number of excellent new teachers for the system
- to enlarge our pool of possible employees
- to meet needs in specific areas such as French and Primary Education
- to meet the needs of our Affirmative Action Programs.

II. Selection of Participants

An information session, describing the program and application procedures, was held for potential candidates for the apprenticeship program. These individuals were applicants to F.E.U.T. who were considered academically acceptable but who lacked sufficient experience with children to fully qualify for admittance in 1988/89.

Applications were reviewed by an interview and selection committee established for that purpose. Interviews were then conducted with approximately forty applicants in order to make a final selection of nineteen participants.

III. Description of the Program

The program provided practical classroom experiences for successful applicants working in partnership with mentor teachers. Apprentices were placed in schools where their background was considered to be an asset to students and staff in terms of being francophone, male or representing a visible minority.

The apprentices worked in primary/junior classrooms five days a week from 9:00 to 12:00 under the supervision of a mentor teacher. Classroom placements began in September and were scheduled to continue until December 1988, with apprentices receiving remuneration for their classroom time. Acting upon the recommendation of the Superintendent of Schools for the Western region, the North York Board extended funding for the program through March 1989. All apprentices were given the option of continuing their school placements. In addition to these practical classroom experiences, a professional development program was provided for apprentices.

The program provided an opportunity for apprentices:

- to gain and/or extend experiences with children
- to refine pre-existing teaching characteristics, i.e. those personal and interpersonal characteristics and beliefs that a teacher is expected to possess on entering professional training
- to participate in a program designed to meet F.E.U.T. admission criteria
- to acquire knowledge and understanding of the North York community, schools and educational practices
- to fully qualify for acceptance into F.E.U.T. upon application for the 1989-90 academic year - contingent upon successful completion of the North York/F.E.U.T. apprenticeship program.

The criterion for success in the apprenticeship program was that apprentices were not counselled out of the program.

Mentor teachers were carefully selected on the basis of their effective skills in interpersonal interaction and communication, as well as for their knowledge and skills related to the components of effective teaching outlined in the Supervision for Growth Policy. For these teachers, mentoring of the apprentices was intended to constitute their Supervision for Growth activity for the 1988-89 academic year.

For mentor teachers, it was expected that participation in the program would:

- recognize outstanding achievement within the profession and assure greater job satisfaction
- promote school-based professional development that emphasizes collaborative, reflective practice
- foster the belief that learning to be a teacher is a career-long activity that occurs on a continuum and assumes a shared responsibility.

Focus of the Study

Educational Research and Evaluation Services was asked by the joint North York/F.E.U.T. Committee to provide assistance in evaluating the impact of the Teacher Apprenticeship Program. The evaluation focused on gathering information regarding the following specific issues:

- a description of the way in which the program was implemented in each class and of any changes in apprentices' responsibilities during the program
- comparison of the responsibilities of apprentices with those typically assigned to classroom assistants, student teachers or volunteers
- the role of school administrators in the program
- the benefits of the program and any problems associated with it for mentors and apprentices
- the program's impact on classrooms, pupils and the school
- the professional development activities offered as part of the program

- suggestions regarding possible ways to improve such a program in the future
- principals' and mentors' interest in participating again if the program were continued.

METHODOLOGY

Because of time constraints and the small and highly selected nature of the sample of apprentices, it was decided that data collection be limited to the perceptions of apprentices, mentor teachers and principals regarding the program. Personal interviews were conducted in order to ensure that the maximum amount of feedback was obtained from apprentices, mentor teachers and principals.

Interview questions were developed based on the issues identified as providing the focus of the study. Copies of the interview schedules for apprentices, mentor teachers and principals may be found in Appendices A, B and C, respectively. The interviews were conducted in early December 1988.

RESULTS: PERCEPTIONS OF APPRENTICES, MENTOR TEACHERS AND PRINCIPALS

Interviews were completed with seventeen of the nineteen apprentices and sixteen of the nineteen mentor teachers; the remainder could not be completed due to illness and difficulties re-scheduling. The principals at the ten participating schools were also interviewed. However, two principals generally limited their comments to questions related to recommendations due to time limitations.

Description of Classroom Responsibilities and Activities

The classroom responsibilities and activities reported by the majority of **apprentices** focused on the following:

- working with small groups of students (17)
- working with individual students (13)
- participating in field trips (13)
- performing clerical duties (12)
- working with the whole class (10)
- generally assisting and observing the mentor teacher (8).

Whether working with the entire class, small groups or individual students, the apprentices generally followed through on programs already developed by the mentor teachers. This assistance most often focused on such areas of study as language arts, reading and arithmetic. The students to whom assistance was provided ranged from regular students to ESL/D students or others in need of remediation.

Slightly less than half (7) of the apprentices reported assisting the mentor teacher in preparing lessons (e.g. assembling resource materials or displays). Eight apprentices indicated that they had designed, presented and reviewed one/or more lessons, either at the invitation of the mentor teacher or through their own initiative, with the approval of, and feedback from, the mentor teacher.

The majority of apprentices (13) also reported some contact with parents, although this varied from casual conversation to participation in parent-teacher interviews. A small number of apprentices mentioned yard duty (3), taking over the class when the mentor teacher was called out of the room (3), and other miscellaneous activities.

The responsibilities and activities of apprentices which were most frequently mentioned by the **mentor teachers** were consistent with those described by apprentices. These responsibilities included:

- working with small groups of students under the mentor's direction, either following up on lessons or working in activity centres designed by the mentor teacher (14)

- assistance with or responsibility for some clerical duties, pre-class activities, preparation of materials or clean-up (e.g. collecting money, attendance, marking and recording) (12)
- observing and generally providing assistance to the mentor teacher (10)
- participation in field trips (10)
- working with individual students (e.g. those with learning or emotional problems), either assigned by the mentor teacher or on the apprentice's initiative (9)
- working with large groups or the whole class (9)
- participation in activities involving parents ranging from informal contact to parent interviews and open house (7)
- designing a lesson or unit of study for a small group or the whole class, followed by its approval by the mentor teacher and implementation (6)[1].
- working with a particular small group of students (e.g. enriched) for an extended time period (4)
- yard and/or lunch room duty (3)
- observation of student behaviour, diagnosis of test results and sharing perceptions with the mentor teacher (3)
- observation of other teachers' classrooms (different grades) (2)
- participation in team meetings (1).

The range of perceptions about appropriate responsibilities for apprentices is illustrated by comments made by two teachers. One reported treating the apprentice as a student teacher, whereas another did not assign specific responsibilities since the person had no training and was regarded as being in the class primarily "to observe and learn".

The descriptions of apprentices' responsibilities and activities provided by **principals** tended to be more general. Four principals reported that apprentices' activities depended on the individual's background and experience; those with greater experience were encouraged to take more initiative, whereas more direction was provided to the less experienced. Variation in the schools' expectations and apprentices' strengths was noted. For example, one principal

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1 Areas in which apprentices planned lessons included gym, art or areas in which the apprentice had special interest or expertise (e.g. drama, sign language). An additional teacher plans to have the apprentice plan and present a lesson in the second term, while another commented that the apprentice "introduced some ideas to the classroom".

reported that the apprentice's skills were strong enough for him to be a "second" teacher. In another instance, the school did not expect the apprentices to have particular responsibilities other than provide "a helping hand"[2].

Among the responsibilities and activities mentioned by principals were the following:

- interaction with parents and/or other members of the community (6)
- working with students individually (including some with special needs) (4)
- working with small groups (4)
- encouragement to attend all school activities as "part of the staff" (4)
- encouragement to undertake variety of duties of the classroom teacher including yard duty, marking and clerical work (4)
- participation in field trips (2)
- observation of mentor teacher (2)
- observation of students and charting their progress (1)
- supervision of students if the teacher was called out of class (1).

Three principals indicated that formal and informal consultations with the apprentices and mentors, and observation by the principal were part of the program. A few principals commented on limitations on the apprentices' involvement in staff meetings and professional development because of the half day scheduling (2), or the lack of opportunity to work with other teachers (1) or the principal (1).

Change in Apprentices' Responsibilities and Activities

The majority of **apprentices** (14) reported that their responsibilities and the activities in which they engaged had changed during the program. In general, their activities changed from observation to greater involvement in teaching, and/or reflected increased responsibility and a concomitant reduction in the level of supervision required[3]. Several of the apprentices commented that their activities changed because their mentors were initially unclear about the duties and responsibilities that should be assigned. In some cases it took time "to work it out." Three responded that they learned about and were asked by the mentor teacher to become involved in program planning.

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2 A form for evaluating apprentices' performance was sent to principals in late October. The principal who provided this comment indicated that the expectations of what apprentices were to do changed considerably when the evaluation form was received.

3 The extent of "involvement" in teaching varied from working with students individually to developing and presenting lessons, and was dependent on the experience and background of the apprentice and the mentor teachers' perceptions of the apprentices' readiness.

All of the **mentor teachers** interviewed indicated that apprentices' responsibilities or activities changed during the program. These changes were generally described as part of a "natural" progression and development as the apprentices required less direction and/or gained confidence and familiarity with classroom management. A few teachers commented that their apprentice had taken on more responsibility through their own initiative. One teacher indicated that initially the program expectations for apprentices were unclear, while another realized when the evaluation form arrived that greater responsibilities were expected. Two commented that they expect the apprentice to take on more responsibility and attempt more activities in the second term.

Seven of the eight **principals** who responded reported progressive development in the responsibilities of apprentices, ranging from initial familiarization with the classroom routines, to helping with concrete materials, followed by greater involvement in the program. In some cases, the latter included the design and implementation of lessons. Changes were sometimes made at the request of the apprentices, whereas in others the changes were based on readiness. One principal reported no change in responsibilities or activities for one of the apprentices.

Comparison of Apprentices, Classroom Assistants, Student Teachers and Volunteers

Both mentor teachers and principals who had previous experience with classroom assistants, student teachers or volunteers were asked in what ways their responsibilities differed from those of apprentices[4].

The majority of both principals (6) and mentors (11) indicated that, unlike apprentices, **student teachers** have specific assignments including designing, implementing and reviewing formal lessons. Principals (6) and a smaller number of teachers (3) noted that formal evaluation according to Faculty of Education guidelines is required for student teachers. In contrast, apprentices may be given specific assignments when they have demonstrated readiness or shown initiative.

Other differences between apprentices and student teachers included:

- student teachers' stay in the classroom is not long enough to permit observation of the development of students or program, or to develop relationships with students (3 principals; 2 mentors)
- apprentices have an opportunity to learn in a relaxed, non-threatening, non-evaluative environment over an extended time period (4 principals)
- student teachers have formal training, including a theoretical basis for understanding student behaviour (2 mentors)

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4 Several principals and mentor teachers found this question difficult to answer because much depends on the background and experience of the individual.

. apprentices spend less time teaching (1 mentor).

One principal felt that the roles of student teachers and apprentices were quite similar; two principals said they viewed the apprentice as "another teacher" in many ways. Another remarked that some apprentices have better rapport with children than student teachers.

Mentor teachers (9) and principals (4) viewed the role of **classroom assistants** as undertaking specific activities designed by, and under the direction of, the teacher. These duties typically involve preparation work, clerical duties, clean-up, or in some cases, working with students individually or in small groups as directed by the teacher. A small number of principals (1) and teachers (3) indicated that classroom assistants are not given teaching responsibilities; a principal and a mentor teacher both commented that assistants are not career-oriented. Three principals stated, however, that the responsibilities of apprentices and classroom assistants were quite similar.

Fewer teachers and principals commented on the differences between apprentices and **volunteers**, generally because of the lack of previous experience with volunteers. Volunteers were typically described as carrying out very specific tasks ranging from clerical duties or marking to other activities based on the person's expertise and background. A few comments were made about volunteers' lower commitment. In some cases, there was overlap in the tasks apprentices were asked to do and those that volunteers would be assigned.

As a general comment, two mentor teachers indicated that apprentices are like "teaching partners", that is, a combination of assistant, student teacher and volunteer. In their view, apprentices do not have to take full responsibility or be evaluated if something goes wrong.

Role of Principals

When asked to described their role in the program, all principals indicated that they selected mentor teachers or assigned the apprentice to the appropriate mentor. The process for selection of mentor teachers varied from principal to principal. In some cases, principals invited all staff to participate and then selected the most appropriate teachers from those who expressed interest. A few principals invited participation from a selected group of teachers on staff, whereas others only asked specific teachers to participate. Criteria mentioned as the basis for the selection of mentors generally included the teachers' experience, empathy, readiness to share experiences in a mentoring role, and their need for classroom assistance.

The majority of principals (8) indicated that part of their role involved arranging for informal meetings with the apprentices and/or mentor teachers, whereas a smaller number (3) mentioned arranging such meetings on a more formal basis. One principal indicated that he met with the apprentices on a regular basis to discuss a variety of issues related to schools and education. Three principals reported holding an initial meeting with both the apprentices and the mentor teachers.

The majority of principals also indicated that they engaged in informal observation of apprentices (6) and/or provided informal feedback to apprentices (3). Other activities included attending the pre-program meetings for principals (3), encouraging apprentices to "feel like part of the staff" (4), advising the school staff regarding the purpose and intent of the program (3), providing feedback to the T.A.P. Committee (3), and generally managing the program within the school to ensure the needs of both the mentors and apprentices were met (2). One principal indicated that she provided a schedule involving observation of other teachers and the operation of the school for the first two weeks, prior to placing the apprentices with their mentor teachers.

Prior Experience with Children

Apprentices were asked to describe any prior experiences working with children. Only one of the apprentices indicated that she had not had any previous experience. Six had worked as classroom assistants for from one to eight years, while three had worked in schools as volunteers. One apprentice had done supply teaching for a year; another taught outside Canada for eight years. Other prior experiences with children included involvement in coaching, a children's drama group, parks and recreation or summer camp programs, language courses, summer school, tutoring, conducting children's tours and working with special needs/handicapped children.

Apprentices were subsequently asked what, if anything, the Teacher Apprenticeship Program provided that their other experiences with children did not provide. Their comments included the following:

- learning what it means to be a teacher on a day-to-day basis (including routine tasks that must be done) (7)
- comparing education in North York with past experiences, with other education systems, or with education in other countries (4)
- learning about elementary children and how they develop (3)
- learning about teaching methods, resources and documents; applying methodology in the classroom (3)
- interacting with and observing experienced teachers (3)
- doing program planning and implementation (2)
- participating in staff development (1).

Perceptions of Personal or Professional Growth

All but one of the **apprentices** provided a variety of comments when asked to describe areas in which they grew personally or professionally during their classroom placement. Foremost among the areas of growth were gains in confidence communicating with and managing children (12), improved understand-

ing of classroom management techniques (10), and increased confidence in working with other adults such as teachers, parents and principals (9). Other areas mentioned included:

- gains in personal self-confidence and self-esteem (6)
- increased awareness of the individual needs of children (5)
- greater confidence in ability to teach (3)
- greater programming and planning skills (2)
- increased awareness of resources and sources of assistance (2)
- increased ability to accept constructive criticism (1).

Areas in which **mentor teachers** reported personal and/or professional growth in the apprentices most often involved improved self confidence (10), improved ability and comfort in communicating with children (10), enhanced ability to handle children (e.g. classroom management, discipline, speaking voice) (9), and greater maturity and initiative (6). Other changes noted were the development of deeper understanding of the needs of children and child development (4) or greater appreciation of both the role of teachers and school routines (4). Individual mentors commented on such growth as learning to be part of a teaching "team", gaining familiarity with computers in education and improved handwriting. Three mentors felt it was somewhat difficult to gauge the extent of growth since their apprentices began with good personal and professional skills. Two mentors reported that their apprentice showed little or no growth, in one instance, reporting that discomfort with children was evident.

The areas in which **principals** most frequently noticed growth in the apprentices involved increased personal and professional confidence (5), greater comfort in managing children and/or improved understanding of child development (4), and confirmation of the decision to become a teacher (5). Other areas mentioned included increased comfort working with other staff (2), greater familiarity with elementary schools (1), enhanced creativity (1). Three principals remarked that the apprentices had positive attitudes and motivation when they arrived at the school.

Advantages for Apprentices

Apprentices were asked to outline the advantages or benefits of the Teacher Apprenticeship Program for them personally[5]. The majority (11) indicated that participation helped to confirm career decisions, in some cases clarifying preferences regarding grade level or areas of specialization. The opportunity to experience "day-by-day" teaching over an extended time period, without the full pressure and responsibility associated with being a classroom teacher, was also frequently mentioned (10).

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[5] Apprentices were also asked to comment on the advantages of the program for apprentices in general. Since their comments overlapped considerably with those reported above, they are not summarized in this report.

A number of other benefits of the program were also cited:

- exposes apprentices to the human and material resources of a Board .....including a wide variety of staff development opportunities (5)
- increases self-confidence and the ability to teach and manage children (4)
- eases an individual into teaching and possibly gets a "foot in the door" to a position in North York (3)
- allows apprentice to observe the progress and development of children over an extended period of time and understand their needs and differences (3)
- allows apprentice to observe and work with good teachers (3)
- exposes apprentice to curriculum programming and planning (2)
- exposes apprentice to what it means to be part of a school (2)
- increases likelihood that the year at F.E.U.T. will be a more worthwhile and practical experience (2)
- exposes apprentices to education in the primary and/or junior divisions (2)
- other comments (4).

In the opinion of **mentor teachers,** the main advantages of the program for apprentices were very similar to those cited by apprentices. Their comments are summarized below:

- the opportunity to gain insight into the operation of a school and the role of a teacher on a daily basis over an extended time period (13)
- discovering all the aspects of what it means to be a teacher (11)
- learning about the growth of children through actual observation, experience and involvement (8)
- confirming or changing apprentices' career decisions (7)
- gaining self confidence, and working with students and adults in a low risk environment (7)
- being able to go to F.E.U.T. with a good basis of classroom experience (3)
- gaining experience in program planning or task analysis (2)

- participation in professional development activities (2)
- receiving renumeration while learning (1).

Principals' comments regarding the advantages of the program for apprentices also showed considerable overlap with the advantages cited by the apprentices themselves. Among the advantages seen by principals were the following:

- assistance in making career decisions regarding their future in teaching, i.e., the type of school, preferred grade level and type of student (6)
- the opportunity to watch children learn and develop over an extended period of time or to study children at risk (6)
- participation in the day-by-day role of a teacher and in the functioning of a school over an extended period of time (5)
- the opportunity to observe different teaching styles/learning strategies and role models, and to observe the theory put into practice (5)
- the opportunity to interact with teachers and other staff and be a part of "the life of a school" (4)
- the opportunity to learn about the issues that should be considered in the school and in the classroom and to practice teaching in a non-threatening, non-risk environment (2)
- receiving renumeration while learning (1).

Disadvantages for Apprentices

The following issues were identified by apprentices as **disadvantages** of the program[6]:

- financial problems....ranging from difficulty in finding a job for the rest of the day to the changes made in the duration of the program (some apprentices had already made commitments and plans for January when the program was extended); problems of time and energy....forced to find other jobs in off hours which placed a strain on family relationships; expectations (and sometimes pressure) that the apprentice would stay later....for some, this created problems over which they had no control e.g. having to get to their other jobs (11)

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6 In general, many of the same issues were cited when apprentices were asked to comment on the disadvantages of the program for them personally and for apprentices in general.

- half day program fails to give apprentice an opportunity to experience the full program, particularly music, art, science, etc. which are usually offered in the afternoon....also there is the loss of continuity. (A full day program would relieve strain of finding another, usually unrelated job and the travel involved.) (6)

- travel problems including the location of their assignments in relation to their homes and/or having to depend on public transportation (e.g. a few spent as much as two to three hours travelling) (6)

- considerable stress (particularly during the first week) as there had been no opportunity for preparation or discussion about the expectations of the mentor teacher and the apprentice....meetings with all parties would have been helpful; expectations of the apprentice to have experience in a non-evaluative, non-threatening environment were not the same as the mentor teacher who "seemed to expect the apprentice to have the same knowledge as a student from F.E.U.T." (5)

- found out about acceptance only one week before program began and only two days before as to the school and grade assignment (1)

- present uncertainty about admission to F.E.U.T. when it had apparently been guaranteed (1)

- a full year program would have permitted apprentices to experience the complete school curriculum and to observe the development of the children over that period of time (1)

- minor problem in not getting respect from the children initially because I was "not really a teacher" (1)

- no comments....no specific disadvantages (3)

All but two of the **mentor teachers** interviewed identified a number of actual or potential disadvantages of the program for apprentices. The lack of guidelines was cited as posing some problems initially because there were no common understandings regarding roles and responsibilities (4). Individual mentor teachers identified problems related to the limited exposure to "the flow of the day" which resulted from the half day schedule, the apprentices' lack of training in learning theory, child development and methodology, and the inadequacy or infrequency of feedback to the apprentice.

Among the potential problems for apprentices which were cited most often by mentors were the following:

- problems may arise if relationship between apprentice and mentor is not good, if expectations of both parties differ or if their personalities clash ..... a process for reassignment is needed (5)

- there should be an appeal process if the placement of the apprentice is inappropriate for whatever reason (4)

- possibility of economic or personal problems for some apprentices which could be alleviated if the program scheduling were more flexible or involved a full day throughout the school year (4)

- apprentices' exposure may not be broad enough if they remain with same mentor throughout the program (3)

- apprentices may feel uncomfortable refusing some teaching responsibilities assigned by the mentor if they feel unready to undertake such tasks (3)

- a consultative process that is sensitive and confidential is needed to deal with cases where the apprentice is not suited for teaching (1).

In general, **principals** cited fewer disadvantages for apprentices than the apprentices did themselves. Some of those that were mentioned tended to differ slightly in focus, as can be seen in the following summary:

- there may be problems if the apprentice and the mentor teacher are poorly matched or if the apprentice is having difficulty with the assigned responsibilities....there should be a process to deal with this concern (4)

- there may be financial problems for those who have a family and find it difficult to maintain another job (3)

- the quality of the person (i.e. apprentice) will determine the quality of the communication and the quality of the program; some came to the schools with little or no theory (2)

- there may be scheduling and planning problems....a half-day program for an indefinite period of time makes it difficult to find another job or make long range plans (1)

- there were problems about evaluation....some confusion about the type and purpose of the evaluation form (1)

- no problems or disadvantages for the apprentices (4); no problems in schools that are used to having student teachers (1).

Advantages for Mentor Teachers

From the point of view of the majority (14) of **mentor teachers**, one of the main advantages of the program was that it provided them with an "extra pair of hands" in the classroom. Teachers cited several other inter-related advantages, as can be seen from the following summary of their comments.

- providing a professional development opportunity for mentor teachers because they have to articulate their teaching philosophy or explain why they are doing things a certain way; new ideas may be introduced by the apprentice (7)

- providing the complementary strengths of another adult to serve the needs of children or to "bounce ideas off" either about students or the program (6)

- the availability of another adult role model (e.g. male or visible minority) which is beneficial for both students and the teacher (6)

- greater ease of meeting the needs of small groups or individual students (5)

- relieving the mentor teacher who can then undertake some activities that otherwise would not be attempted (4)

- having the company of a partner or "friend" with whom to work as a team, thereby making teaching more enjoyable (4)

- reduction in the teacher's workload in cases where the apprentice undertakes to develop lessons and has some special expertise upon which to draw (2).

Regarding the program's advantages for mentor teachers, all but one of the **apprentices** cited the benefits of having an "extra pair of hands in the classroom". Nine elaborated on this theme, stating that the program allows the mentors more time for such activities as observing children's behaviour and working with individuals or small groups more frequently.

Many others (10) thought that the program also provides mentors with sources of new, fresh ideas, although this is somewhat dependent on the experiences and background of the apprentice. Furthermore, the apprentices' questions and ideas may challenge the mentor teacher to think about "the why's and what's" of their program (2) or provide another adult with whom the mentor teacher can compare and confirm his/her behaviour observations and perspectives (2). In addition, if the apprentice represents a visible minority, the program can provide exposure to cultural differences and suggestions for managing children from minority groups (1).

All but one of the **principals** provided comments about the advantages of the program for mentor teachers, focusing most often on the value of an extra person to provide assistance (9). Three principals expanded upon this idea, suggesting that the presence of the apprentice allows teachers to spend more time working with individuals or small groups in need of extra help. The program also provides a professional development opportunity for mentors (7) in that another adult is present who might ask probing questions about the program and students, or introduce new ideas (based on the professional development provided to apprentices).

Additional advantages cited by principals included the provision of both a collegial framework in which to plan and organize the program (3) and another adult role model for students (2). Two principals suggested that the apprenticeship program should be a professional development activity for the staff related to Supervision for Growth and peer coaching, with the selection of mentors possibly involving the whole staff.

Disadvantages for Mentor Teachers

All but one **mentor teacher** cited one or more disadvantages of the apprenticeship program for them as mentor teachers[7]. These included the lack of clearly stated roles and expectations for all parties (5), and some stress associated with finding work for the apprentice, being a good role model or ensuring that the apprentice learns what is expected (5). Three additional teachers commented that although planning the apprentice's activities does take extra time, it is worth it in the long run (3). Continuity and opportunities for follow through were limited by the half day schedule of the program in the view of one mentor teacher.

Four mentors expressed a variety of concerns regarding the evaluation of the apprentice including one or more of the following:

- the form was inappropriate
- the evaluation was unexpected
- criteria were not stated when the program started
- purpose of evaluation and its potential impact on admission to F.E.U.T. were not clear
- stress was added to teacher and the learning environment.

The remaining comments reflected potential disadvantages for mentor teachers. These included the possibility of considerable extra work for the mentor if the apprentice is "weak", or the screening process and matching of mentors and apprentices is poor (11). However, such problems do not occur if the apprentice is good and a positive mentor/apprentice relationship develops. Some difficulties may also arise if the mentor teacher also has volunteers, classroom assistants or student teachers in addition to the apprentice (1). Several (4) mentors reported that some "start-up" problems occurred but they were "more anticipated than real" once the program was underway. Two mentor teachers expressed doubt about the value of the program, in one case stating a preference for a classroom assistant for the full year, and in another, questioning whether the results justified the cost and effort required.

Foremost among the disadvantages for mentor teachers which were cited by **apprentices** were issues related to the lack of program guidelines, uncertainty about the expected roles of mentors and apprentices and a general lack of communication among the mentor teachers, the Board and F.E.U.T. (9). In addition, three apprentices reported that the evaluation procedures posed difficulties for the mentors and raised some concerns about the degree to which that information would influence students' acceptance into F.E.U.T. Another reported that the mentor may have had some difficulty because it was her first year of teaching. Two cited some disruption to the class because of the need for the mentor teacher to supervise the class as well as the apprentice and/or student teachers.

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7 The disadvantages which they reported for mentor teachers in general overlapped with those described above and are thus not reported.

The remaining comments provided by apprentices focused on the potential disadvantages of the program for mentor teachers. Nearly half (7) thought that the program could involve more work or strain for the mentors who have to spend time planning for the effective use of the apprentice. Other problems might occur if the mentor and apprentice were inappropriately matched (2), if the mentor believes the apprentice is only in the program to gain acceptance to F.E.U.T. (1), if the apprentice and mentor give conflicting "messages" to students (1) or if the apprentice is unable to control the students when the mentor is out of the class (1). In the view of one apprentice, the extent to which the program poses problems for the mentor depends on the apprentice's background, experience and the level of direction and attention required.

Principals' comments regarding the disadvantages of the program for mentor teachers focused primarily on potential problems. Three principals viewed the lack of communication about program expectations as a disadvantage for mentors. The potential disadvantages included the following:

- possibility of increased workload (e.g. planning and organizing the apprentice's time; evaluating and giving feedback), which is likely offset by having an extra person to help in the classroom (6)
- possibility of poor match between mentor and apprentice, or difficulty resolving such issues as communication breakdowns, unsuitability of the apprentice for teaching, or the apprentice having difficulty with the assigned responsibilities (4)
- possible stressfulness of the situation if mentors have an apprentice in addition to student teachers and/or a classroom assistant; if T.A.P. is the top priority, the possible necessity of dropping other programs to accommodate T.A.P. (3)
- possibility that some parents might not want their child to be taught by a nonprofessional (1)
- possible problems if the apprentices are in the classrooms during the first week of school when mentors are working to organize and settle the class (1)
- no disadvantages for mentor teachers (4).

Professional Development

All **apprentices** reported participating in the series of staff development workshops provided by the North York Board. The topics of these sessions focused on both teaching and learning strategies and resource materials in language arts and mathematics. In addition, twelve apprentices indicated that they had been invited to participate in in-school and family of schools professional development programs. Opportunities to attend regular staff meetings were mentioned by five apprentices; one also attended a three evening mini-course at the Computers in Education Centre.

All but one of the apprentices indicated that the series of workshops provided for apprentices was "very good" to "excellent", providing "state of the art" ideas and resources. Thus, the workshops were generally viewed as being current, practical and relevant, providing apprentices with information and experiences pertinent to their needs as prospective teachers. Two also remarked that the workshops provided good information about what is expected of teachers in the classroom, thereby helping to confirm their career decisions. An additional two apprentices indicated that they had the opportunity to try out in the classroom the ideas they learned in the workshops.

Sixteen apprentices offered suggestions for ways to improve the professional development program, focusing primarily on workshops about classroom management (9), and the need for one or more orientation meetings with mentor teachers (7). Many apprentices viewed such an orientation meeting as an opportunity to deal with introductions, share background and experience, clarify expectations, roles and responsibilities of the mentor teachers and apprentices, and review procedures for evaluation.

Apprentices also expressed interest in workshop opportunities in such content areas as art, drama and/or music (5), physical and health education (4), science (3), French Immersion, environmental studies, active learning, child abuse, stress management, how to apply for a job, program planning and resource materials/sources of assistance. Four felt that the workshops could have been better synchronized with the classroom curriculum so as to provide opportunities to apply the ideas immediately. One apprentice would have preferred longer PD sessions (i.e. full day), whereas another suggested the workshops begin earlier in September.

All **principals** indicated that apprentices attended the professional development sessions provided as part of the apprenticeship program, in some cases also attending school or family of schools PD sessions. Principals were also asked to what extent the professional development activities for apprentices provided information or experiences relevant to the apprentices' needs. Three principals indicated that they did not know the details of the PD program, whereas four did not respond. Two reported that the PD program was good; the remaining principal felt that the half day schedule limited apprentices' opportunities to participate in the in-school PD provided at lunch or after school.

The **mentor teachers** and **principals** interviewed indicated that professional development activities were not provided for mentors as part of the Teacher Apprenticeship Program. However, all mentor teachers provided suggestions regarding the information or professional development that would assist them in fulfilling their role as mentor teachers.

Fifteen **mentors** commented on the need for an orientation meeting (possibly held in June) which would provide the opportunity for prospective mentor teachers to meet with the program organizers to discuss such issues as the following:

- the roles of apprentices, mentors, principals and the central administration

- expectations of the program; overview of guidelines for program
- explanation of how T.A.P. fits into the overall plan for teacher training
- responsibilities and duties that mentors can assign to apprentices
- purpose of apprentice evaluation; feedback and evaluation forms and procedures; documentation required to be kept by mentor teacher; clarification of how the evaluation of apprentices should differ from that for student teachers
- procedures if the apprentice is a poor candidate for teaching or if either the mentor or apprentice is having a "poor" experience in the program
- time for a question and answer period.

One mentor teacher suggested that they be given the option of dropping out of the program following this orientation meeting.

Several mentor teachers (5) recommended that one or more meetings with other mentors be held during the program to provide an opportunity to discuss experiences, successes, and problems or concerns. A person with responsibility for the program should also be present to answer questions, offer advice or accept recommendations. Other suggestions provided by individual mentor teachers included:

- mentors should attend the PD sessions provided for apprentices
- provide mentors with training in peer coaching and incorporate TAP into Supervision for Growth
- assuming that mentors are to provide feedback and evaluate apprentices, provide time for mentors to observe, give feedback, document and record.

Among the suggestions provided by **principals** for professional development for apprentices and mentor teachers, all eight of those who responded thought that there should be an orientation meeting for mentors and apprentices. A variety of topics such as the following should be covered in this meeting:

- introductions of participants
- logistics of program
- clarification of expectation, roles, responsibilities (with guidelines provided by Board and/or F.E.U.T.)
- clarification of evaluation including its purpose, extent and type
- overview of the proposed staff development program
- opportunity for mentors and apprentices from previous year to share experiences with current participants.

A few other suggestions were provided by individual principals such as:

- in order to prevent the program from becoming a burden, do not add more workshops for mentor teachers
- invite mentors to some of the PD sessions provided for apprentices or provide a synopsis of the content so mentors can integrate this information into the apprentices' classroom experiences
- schedule a meeting to recognize the efforts of the mentor teachers
- provide PD for apprentices one day a week on such topics as child development, learning styles, curriculum and subject concepts at the elementary level.

Impact of the Program on Classrooms, Pupils and Schools

Both mentor teachers and principals were asked to describe any impact the presence of an apprentice had on mentor teachers' classrooms, pupils and the school in general.

All but two of the **mentor teachers** indicated that the impact on their classroom had been positive. One felt there had been no impact, whereas the remaining mentor viewed the experience as negative and stressful. Several of the teachers (7) who reported a positive impact said they were able to expand their program, thereby enriching their classrooms. Others (5) commented on the apprentice as a resource and a role model. A variety of other benefits which were cited by individual teachers included assistance to create more displays, more smoothly running routines and/or better communications.

With two exceptions, mentor teachers viewed the impact of the apprentices on their pupils as positive. One mentor expressed concern that the presence of a second adult made the children "hyper", whereas another felt she was not the same person with an apprentice in the room (i.e. her own level of comfort and classroom discipline differed). A third teacher did not provide comments. Among the benefits for pupils were the following:

- the presence of another adult with whom pupils could relate, communicate and develop trust (6)
- another role model for students (3)
- an extra source of comfort, interaction and/or assistance (3).

Mentor teachers also generally reported that the presence of the apprentices had a positive impact on the school. In a number of cases (7) apprentices assisted other teachers with field trips or special events. In one instance when the mentor teacher was absent due to illness, the apprentice provided continuity for children which assisted the supply teacher. Several others (5) mentioned that the apprentices were welcomed and regarded as part of the staff by the other teachers. Two mentor teachers did suggest, however, that the benefits to the school would have been greater if the apprentices were in the school for the whole day.

The six **principals** who responded indicated that the apprentices had a positive impact on mentor teachers' classrooms. However, one principal thought that the impact would have been greater if both the mentor and principal had had a clearer understanding of the program expectations and requirements. Individual principals commented on the value of having both a male and female role model, students' gradual acceptance of the apprentice as an integral part of the class, and the excellence of bulletin boards created by the apprentice.

All of the six principals who commented reported that the impact of apprentices on pupils was positive. Specific benefits ranged from the availability of another adult to provide individual assistance, another role model who was male or representative of a visible minority, or an additional language model, to the positive interpersonal relationships that developed between the apprentice and pupils.

Eight principals provided comments about the impact of the apprentice on the school. The majority (5) indicated that the presence of the apprentices resulted in an improved professional and social atmosphere among the staff. Two principals reported that apprentices contributed ideas to staff meetings and the school in general. Other benefits included:

- positive view of apprentices' presence by parents (2)
- improvement in the quality of program because of contributions of apprentices (2)
- availability of extra assistance in the general responsibilities of the school, a feature that was perceived as valuable in a small school (2)
- the value for the staff in having a male apprentice (1).

One principal thought the program would have been more effective if apprentices were present for a full day. They would thus be able to participate in the full program, including all staff meetings and professional development sessions. Another reported that candidates for the program should be carefully screened since the impact of one apprentice on the school had been somewhat negative.

Continuation of the Teacher Apprenticeship Program

All **apprentices** agreed that the program, or some other similar program, should be continued. All but one provided some elaboration of their response which highlighted the benefits of the program. The majority of comments re-iterated that the program had been a very valuable experience. Added remarks focused on such issues as:

- possible improvements in communication among all parties (4)
- requiring the program of all serious candidates for admission to F.E.U.T. so that when they do coursework they will have a much better understanding of teaching (2)
- the opportunity for North York to "handpick" new teachers which should "pay-off" in a year or two (1)

- extending implementation to other boards (1).

All but one of the **mentor teachers** interviewed agreed that the apprenticeship program should be continued. These teachers also expressed interest in being involved in the program again as mentors. Their comments included the following:

- the program provides a valid experience for all beginning teachers with benefits for both apprentices and students (7)
- the program should continue but with the modifications discussed previously (5)
- apprenticeship should be required as part of the F.E.U.T. program (2)
- for mentors, there is some risk associated with the program if a weak apprentice is assigned (1).

Only two of the fifteen teachers who indicated they would be willing to serve again as mentor teachers expressed some reservations about doing so. Their concerns focused on the need for procedures to deal with problems or inappropriate placements of apprentices.

The individual who felt the program should not be continued suggested that even though the program is good, the resources could be better spent on the provision of classroom assistants (which is particularly necessary for large classes). In this teacher's view, the program is an expensive way to recruit potential teachers. It also highlights the "paradoxical" admittance criteria to F.E.U.T. This teacher questioned why people should be penalized in applying to F.E.U.T. if they have not had previous experience with children, given that they have not yet had the opportunity to be trained as teachers or work in schools.

All **principals** thought that the program should be continued and would like their school to be involved again in view of how positive and/or worthwhile the experience had been. One principal commented on the program's value in resolving the shortage of teachers', attracting more people into the profession and allowing the Board to set its own criteria to interest males and visible minorities in teaching. However, three principals indicated that they would like to see the program continue with "refinements" which would take into account the recommendations of principals and mentor teachers.

Additional Comments

Apprentices provided a wide range of suggestions when given the opportunity to make additional comments. The majority of their comments focused on suggestions related to the evaluation of apprentices, clarification of expectations, roles and responsibilities of all participants, increasing flexibility in program scheduling and developing a process to deal with a variety of potential problems.

Most frequently mentioned was concern that the evaluation process and its potential impact on admission to F.E.U.T. should be clarified for all parties at the beginning of the program and/or that the evaluation be redesigned to reflect program objectives (8). Two apprentices elaborated on this issue by commenting that the evaluation process changed the classroom atmosphere from one that was to be non-threatening and non-evaluative to one which limited risk-taking. Nine apprentices suggested that the program would be improved if the principals, mentors and apprentices were provided with guidelines regarding expectations, responsibilities and/or evaluation procedures.

Other suggestions included the following:

- alternate scheduling and/or greater flexibility should be allowed (e.g. a full day two or three days per week; a year-long program; option of participating in program from March until June; allowing apprentices to be involved in decisions about which school they will be assigned; bringing in a new group of apprentices for the second four month period to provide experience for more people) (7)

- a process should be devised to deal sensitively with difficult situations (e.g. when the apprentice placement is inappropriate) (6)

- apprentices should have the opportunity to be assigned to another teacher for breadth of experience, (e.g. change every four months) (5)

- the Teacher Apprenticeship Program should become an integral part of teacher education (e.g. apprenticeship in schools for half day plus coursework at F.E.U.T. for half day) (4)

- there should be provision for regular meetings among principal, mentor and apprentice to discuss progress (2)

- there should be criteria for the selection of mentor teachers (2)

- apprentices who represent visible minorities should be assigned appropriately as role models....the issues surrounding visible minorities should be addressed (2)

- where appropriate in view of apprentices' background, allow them to begin teaching earlier in program (1)

- allow apprentices to sit in on parent interviews (1)

- coordinate staff development with classroom experiences to make it more effective and to allow implementation of workshop ideas (1)

- provide a certificate to apprentices (1).

One apprentice indicated that she/he will probably decide to teach in North York following completion of the F.E.U.T. program.

The suggestions offered by **mentor teachers** when they were provided an opportunity to make additional comments in many cases re-iterated responses to earlier questions. Their comments most often focused on suggestions related to the need for guidelines, procedures for selecting mentor teachers and apprentices and issues related to program scheduling and duration. For example, ten teachers again commented on the need for staff development or written guidelines for mentors, apprentices and principals. The issues they would like to see addressed, ranging from clarifying roles and responsibilities to procedures for the evaluation of apprentices, have been summarized in the section dealing with professional development.

Six mentors thought that issues related to the selection of mentor teachers should be considered. Clarification of the criteria and selection process for mentors is needed so that potential misunderstandings on the part of school staffs can be minimized. Whether all members of a school staff or only certain teachers should be invited to participate is an issue to be addressed. Comments by individual teachers reflected a range of related issues such as:

- allowing mentors to opt out of the program
- preference that the principal have responsibility for the final decision regarding the selection of mentors
- selection process that can address unforeseen transfers of key personnel who have made commitments to program (i.e. principal or mentor)
- whether apprentices should be allocated to classrooms which also have volunteers, classroom assistants or student teachers.

Six mentors commented on how critical to the success of the program the selection of apprentices is. Factors which should be considered in the selection process include the potential apprentices' career aspirations, background experience or expertise, and role model factors (e.g. male, visible minority, languages spoken). For example, it was suggested that further attention focus on the screening and interview process, and that a review be held after the first month in the program. This review would involve the mentor, apprentice and principal and would examine all aspects of the program including the advisability of the apprentice continuing.

Some further consideration of the duration of the program and/or the length of the day was suggested by six mentors. Suggestions ranged from making the program a full day (possibly fewer days per week) or extending the program to a full year. Some concern was expressed that the duration of the program not be altered mid-way through without considering all the implications for participants.

Other mentors (4) suggested that apprentices' experiences be broadened by providing the option to spend time in another mentor's class or another school, or the opportunity to discuss roles and responsibilities with all school staff, including business and operations. Others (4) commented on issues related to pay or the need to recognize the efforts of mentor teachers. Two of these felt that since associate teachers who have student teachers receive some renumeration, mentor teachers should be treated similarly particularly if evaluation,

documentation and feedback are required. Another found it confusing that apprentices were paid when other students are not paid. Greater mentor involvement in designing the program and greater recognition of mentors' efforts was also suggested.

Two teachers expressed concern about legalities, liability and the responsibilities of the apprentice and principal if the mentor teacher is absent depending on whether a supply teacher is provided. There may be a need for some guidelines to address these issues.

A number of additional comments focused on positive features of the program generally (1), the value of the extra help (1) and the merits of providing an opportunity for all prospective teachers to observe what classrooms and teaching are "really like" prior to attending an education faculty (3).

The additional comments provided by **principals** were quite extensive, focusing on a variety of issues related to communication and planning, teacher training approaches, and procedures for selection mentors and apprentices, and for evaluating apprentices.

Principals generally concurred with the apprentices and mentors about the need for greater direction regarding the **expectations, roles and responsibilities** of all parties (4), and the need for more advanced planning (possibly in June) to provide the best possible experience for all participants (3). The latter could involve announcement of the program in April, followed by a meeting of all mentors and principals to discuss the program and the most appropriate placements of students in view of participants backgrounds, experience and strengths. One principal suggested that the Board's Communications Unit could take more responsibility for attracting visible minorities to teaching.

Several principals (5) suggested that North York take greater initiative in the area of **teacher training**, possibly developing its own training facility as a satellite of the faculty of education. A variety of features were suggested such as:

- making apprenticeship an integral part of all teacher training
- apprenticeship should be 50% of teacher training, combined with 25% classroom theory and 25% practice teaching
- allow for more flexible scheduling in apprenticeship program (e.g. three days per week in a school apprenticeship and two days at F.E.U.T.
- designate some schools as "teacher training schools".

Two principals thought that faculties of education should be taking steps to increase enrolments, including the use of programs such as T.A.P. The value of the extended period that apprentices spend in a classroom was noted by two additional principals. One of these principals commented that a full day program for a full year could be advantageous if funds were available.

Regarding the **selection of apprentices**, half of the principals suggested that the program be designed to attract more males and/or visible minorities,

possibly with an affirmative action plan introduced into the process of screening applicants. It was also suggested that principals be able to request an apprentice from a visible minority.

Three principals thought that a number of issues regarding the **selection of mentors** should be addressed, possibly through the development of guidelines for principals. Questions raised included the following:

- what teachers should be eligible to serve as mentors?
- how much teaching experience should be required?
- should all teachers on staff be invited to participate?
- should the final decision regarding the selection of mentors remain with principals?
- what is the relationship of T.A.P. to Supervision for Growth? Is mentoring under T.A.P. equivalent to mentoring under S4G? Can teachers declare mentorship under T.A.P. as his/her S4G activity for the year?
- should mentor teachers receive training in peer coaching as part of their staff development?

Four principals indicated that clarification of issues related to the **evaluation of apprentices** is needed for all participants in the program. Specific issues which were raised included:

- the impact of the mentor teacher's evaluation on the apprentice's acceptance into F.E.U.T.
- the impact of the evaluation form on the types of assignments that should be given to apprentice
- the impact of formal evaluation of apprentices on the effectiveness of T.A.P.
- process to deal with in appropriate placements or to counsel apprentices out of the program if the apprentice is not "measuring up" to criteria of mentor, principal or those responsible for T.A.P.
  - What process of appeal exists for apprentices under such circumstances?

Some variation in opinions regarding evaluation of apprentices was noted. One principal thought that the evaluation should represent an "informal" understanding between the mentor and apprentice, with involvement of the principal limited to situations involving problems perceived either by the mentor or apprentice. Another suggested that a representative of the Board and F.E.U.T. should visit the apprentices, mentors and principals in the schools. A third principal recommended more formalized meetings involving the principal, mentor and apprentice to discuss progress.

Miscellaneous issues raised by a small number of principals included the following:

- clarification of the legal status of apprentices with the Board and Federations

e.g. - must mentor teachers always be present in the classroom?
- can apprentices take the class if a supply teacher is unavailable?

. the need to have a staff member act as coordinator because of the variety of personnel now participating in the education of students (i.e. volunteers, classroom assistants, student teachers, apprentices)

. clarification of the "pay off" of T.A.P. to North York Board

e.g. - can conditional contracts be offered to outstanding apprentices?
- can apprentices be hired and offered a summer course to provide teacher qualifications?

APPENDIX A

TEACHER APPRENTICESHIP PROGRAM

Interview Schedule

Apprentice Teachers

Description of Program

1a) Describe your responsibilities and the activities in which you were involved in the classroom? in the school?

Probes:
- worked with students individually, in small groups, or with entire class
- types of students to whom assistance was provided (e.g. remedial, ESL, behavioural, special education)
- content areas in which help provided (e.g. reading, arithmetic, arts)
- clerical assistance
- contact with parents
- participation in open house, overnight trips, etc.

b) Did those responsibilities or activities change during the program?

Yes No

If yes, in what ways did your responsibilities or activities change?

Probes: - increased (decreased) responsibility or autonomy
- worked with students in larger (smaller) groups?
- changes in types of assistance provided?

c) Have you had any other experiences working with children in schools either currently or in the past? e.g. volunteer, classroom assistant

Yes ☐ volunteer ☐ No
☐ classroom assistant
☐ other (specify)_____

What, if anything, has the Teacher Apprenticeship Program provided you that your other experiences with children in schools have not provided?

Areas of Growth for Apprentices

2a) Describe any areas in which you grew personally or professionally during your class placement?

Probes: - In what areas? To what extent?
- skills (e.g. class or behaviour management, speaking/ presentation skills)
- attitudes (e.g. towards teaching/learning process, pupils, or themselves as learner)
- ability to relate to children
- self confidence

Advantages and Disadvantages for Apprentices and Mentors

3a) In your opinion, what are the advantages or benefits of this program

- for you personally as an apprentice?

- for apprentices in general?

b) What are the advantages or benefits of this program for mentor teachers?

4a) In your opinion, what are the disadvantages of, or problems associated with, this program:

- for you personally as an apprentice?

- for apprentices in general?

b) What are the disadvantages of, or problems associated with, this program for mentor teachers?

Professional Development

5. Describe any professional development activities provided for apprentices as part of the Teacher Apprenticeship Program.

6. To what extent did those activities provide you with information or experiences relevant to your needs as a prospective teacher?

7. What suggestions do you have for ways to improve the professional development provided for apprentices?

Suggestions regarding TAP

8. Do you think the Teacher Apprenticeship Program, or some other similar program, should be continued?

   Yes No

   Please explain:

   If no, what suggestions (if any) do you have regarding other ways in which academically qualified applicants to FEUT could gain relevant experiences with children?

9. Additional comments:

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APPENDIX B

TEACHER APPRENTICESHIP PROGRAM

Interview Schedule

Mentor Teachers

Description of Classroom Program

1a) Describe the apprentice's responsibilities and the activities in which she/he was involved in your classroom? in the school?

Probes:
- worked with pupils individually, in small groups or with entire class
- types of students to whom assistance was provided (e.g. remedial, ESL, behavioural, special education)
- content areas in which help provided (e.g. reading, arithmetic, arts)
- contact with parents
- participation in open house, overnight trips, etc.
- clerical assistance

b) Did those responsibilities or activities change during the program?

Yes No

If yes, in what ways did the apprentice's responsibilities or activities change? What were the reasons for these changes?

Probes: - increased (decreased) responsibility or autonomy
- worked with students in larger (smaller) groups?
- changes in types of assistance provided?

c) **For teachers who have had student teachers, classroom assistants or volunteers in their classes:**

In what ways did the responsibilities or activities assigned to the apprentice teacher differ from those of:

- classroom assistants?

- student teachers?

- volunteers?

Areas of Growth for Apprentices

2. Describe any areas in which the apprentice grew personally or professionally during his/her stay in your class?

   Probes: - In what areas? To what extent?
   - skills (e.g. class or behaviour management, speaking/ presentation skills)
   - attitudes (e.g. towards teaching/learning process, pupils, or themselves as learners)
   - self confidence
   - ability to relate to children

Advantages and Disadvantages for Apprentices and Mentors

3a) In your opinion, what are the advantages or benefits of this program for apprentices?

b) What are the advantages or benefits of this program

- for you personally as a mentor teacher?

- for mentor teachers in general?

4a) In your opinion, what are the disadvantages of, or problems associated with, this program for apprentices?

b) What are the disadvantages of, or problems associated with, this program

- for you personally as a mentor teacher?

- for mentor teachers in general?

Overall Impact on Classroom, Students and the School

5. Describe any impact the presence of the apprentice teacher had:

a) on your classroom
(e.g. classroom routines and environment)

Probe: positive versus negative effects

b) on pupils
(e.g. achievement, behaviour, attitudes towards school/learning)

Probe: positive versus negative effects

c) on the school in general

Probe: positive versus negative effects

Professional Development

6. Describe any professional development activities provided for mentor teachers as part of the Teacher Apprenticeship Program.

7. To what extent did those activities provide you with information or experiences relevant to:

   a) your role as a mentor teacher?

   b) your own professional growth needs?

8. What suggestions do you have for ways to improve the professional development provided for mentor teachers.

Suggestions regarding TAP

9. Do you think the Teacher Apprenticeship Program, or some other similar program, should be continued next year?

Yes No

Please explain:

If yes, would you like to be included again as a mentor teacher?

If no, what suggestions (if any) do you have regarding other ways in which academically qualified applicants to FEUT could gain relevant experiences with children?

10. Additional comments:

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APPENDIX C

TEACHER APPRENTICESHIP PROGRAM

Interview Schedule

School Administrators

Description of the Program

1a) Could you describe the apprentice's responsibilities and the activities in which she/he was involved in your school?

Probes:
- worked with pupils individually, in small groups or with entire class
- types of students to whom assistance was provided (e.g. remedial, ESL, behavioural, special education)
- content areas in which help provided (e.g. reading, arithmetic, arts)
- contact with parents
- participation in open house, overnight trips, etc.
- clerical assistance

b) As far as you are aware, did those responsibilities or activities change during the program? What were the reasons for these changes?

Yes No

If yes, in what ways did the apprentice's responsibilities or activities change? What were the reasons for these changes?

Probes: - increased (decreased) responsibility or autonomy
- worked with students in larger (smaller) groups?
- changes in types of assistance provided?

c) **For principals who have had student teachers, classroom assistants or volunteers in their schools:**

In what ways did the responsibilities or activities assigned to the apprentice teacher differ from those of:

- classroom assistants?

- student teachers?

- volunteers?

2. As a school administrator, what role (if any) did you play in the Teacher Apprenticeship Program?

   Probes: - consulted with mentor teacher re TAP or S4G
   - observed apprentice in classroom
   - provided feedback to mentor teacher or apprentice

Areas of Growth for Apprentices

3. Could you describe any areas in which the apprentice grew personally or professionally during his/her stay in your school?

   Probes: - In what areas? To what extent?
   - skills (e.g. class or bevaviour management, speaking/ presentation skills)
   - attitudes (e.g. towards teaching/learning process, pupils, or themselves as learners)
   - self confidence
   - ability to relate to children

Advantages and Disadvantages for Apprentices and Mentors

4a) In your opinion, what are the advantages or benefits of this program for apprentices?

b) What are the advantages or benefits of the program for mentor teachers?

5a) What are the disadvantages of, or problems associated with, this program for apprentices?

b) What are the disadvantages of, or problems associated with, this program for mentor teachers?

Overall Impact on Classroom, Students and the School

6. Could you describe any impact the presence of an apprentice teacher had:

   a) on the classroom of the mentor teacher
   (e.g. classroom routine and atmosphere)

   Probe: positive versus negative effects

   b) on pupils
   (e.g. achievement, behaviour, attitudes towards school/learning)

   Probe: positive versus negative effects

   c) on the school in general

   Probe: positive versus negative effects

Professional Development

7. Could you describe any professional development activities provided as part of the Teacher Apprenticeship Program:

   a) for mentor teachers?

   b) for apprentices?

   If yes, to what extent do you think those PD activites provided information on experiences relevant to:

   a) your staff member's role as a mentor teacher?

   b) the needs of apprentice teachers?

8. What suggestions do you have for ways to improve the professional development provided:

   a) for mentor teachers?

   b) for apprentices?

Suggestions regarding TAP

9. Do you think the Teacher Apprenticeship Program, or some other similar program, should be continued next year?

Yes No

Please explain:

If yes, would you like your school to be involved?

If no, what suggestions (if any) do you have regarding other ways in which academically qualified applicants to FEUT could gain relevant experiences with children?

10. Additional comments:

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